ATTENDANCE POLICY

PROCEDURE	REFERENCE	FORM
SSPr4 – Arrivals and Departures Procedure	SSPo2 - Child Protection and Safeguarding Children Policy and Procedure	SAF5 – Pupil Leave of Absence Request
SSPr5 – Unauthorised Person Procedure	2024 Regulations and the statutory status of Working Together to Improve School Attendance	
SSPr6 – Lost Child Procedure		

At Langley Hall Arts Academy, we recognise that for students to achieve their full potential regular school attendance is vital. The key to improving and maintaining high levels of attendance is a consistently applied whole school policy where everyone accepts and plays their part.

Langley Hall Arts Academy is committed to provide all its students with a full-time education which maximises opportunities for each individual to realise his/her true potential. Langley Hall Arts Academy will also provide a welcoming, caring environment in which every member of the school community feels valued and safe and wishes to attend to learn. We will consistently work towards a goal of 100% attendance for all students.

Langley Hall Arts Academy will use a system of incentives and rewards which acknowledges the efforts of students to improve their attendance and timekeeping. We are continuing to promote, encourage and support all students to achieve 100% attendance, and in an aim to reach the current school target of **96% attendance** it is felt that rewarding good attendance is as important as dealing with low attendance.

We will challenge the behaviour of those students and parents who give low priority to attendance and punctuality.

Guiding Principles

1. The school has targeted each student to achieve at least 96% attendance over the course of this school year.

2. We will continue to raise the profile of attendance and make it a priority for staff, students, parents/carers and the Governing Body.

3. We will ensure the provision of appropriate and timely guidance and support for parents/carers, students and staff.

4. We will develop and monitor clear procedures for maintaining accurate registers.

5. We will build on our systematic approach to gathering, analysing and acting upon attendance data in order to target attendance related issues.

6. We will develop a systems within which all staff can work to provide a consistent approach to raising levels of attendance using relevant agencies as appropriate.

7. We recognise that students need to know Langley Hall Arts Academy is a safe and caring environment where they wish to engage in all opportunities offered.

8. We recognise that families and home play a large role in good attendance and punctuality. Attendance at Langley Hall Arts Academy is overseen at a strategic level by the school's Senior Attendance Champion (SAC), a member of the Senior Leadership Team responsible for driving whole-school improvement in attendance.

9. We recognise the Disability Discrimination Act 1995 and the consideration of reasonable adjustments to be made for young people.

2024 REGULATIONS AND STATUTORY STATUS OF WORKING TOGETHER TO IMPROVE SCHOOL ATTENDANCE

Attendance is recognised as a safeguarding priority. Concerns regarding attendance will be considered alongside wider welfare, safeguarding, SEND and wellbeing needs.
The school will maintain accurate admission and attendance registers, analyse attendance data routinely, identify pupils at risk of persistent or severe absence, and implement timely interventions.
The school will adopt a support-first approach, working proactively with pupils, parents, carers, the Local Authority and external agencies to identify and remove barriers to attendance at the earliest opportunity.
The School Attendance (Pupil Registration) (England) Regulations 2024 underpin attendance management arrangements and place duties on schools relating to attendance registers, absence recording, leave of absence, and working with local authorities and families to secure regular attendance.
From 19 August 2024, Working Together to Improve School Attendance became statutory guidance for all schools. Langley Hall Arts Academy will have regard to and comply with the expectations set out within the guidance when promoting, monitoring and improving attendance.

Creating a culture of 'good attendance' at Langley Hall Arts Academy

1. We have a solution- focused approach to overcoming barriers and improving attendance.

2. Each term, via our school's intranet, an attendance report is made available on each particular child's record in comparison to students in their year group/form. These celebrate successes in attendance and offer solutions to improving attendance where required.

3. Each week, form tutors look at attendance with their form as part of the week's overview. At regular intervals, attendance trophies and other form prizes will be given.

4. Each week, an attendance plan is produced which identifies students who may need support to improve their attendance.

5. Every term, there will be an attendance message in the school newsletter. This will focus on solutions to common attendance barriers and celebrating the positives of good attendance.

6. Each term, the celebration assembly will have an attendance section to celebrate success. All students over 96% target will be given a certificate. All students with 100% attendance in a particular year will be given an attendance badge to wear in school.

7. The school website will be updated to include a clear link to the policy, attendance procedures and expectations as well as tools to use to improve/support good attendance.

Expectations of parents/carers

1. To ensure their child attends Langley Hall Arts Academy in full uniform and equipped to learn.

2. To avoid keeping their child away from Langley Hall Arts Academy for any reason other than illness or other authorised explanation.

3. To avoid arranging holidays during term time.

4. To immediately contact the school office of Langley Hall Arts Academy by phone on the first day of any absence giving clear reasons.

5. To contact Langley Hall Arts Academy each subsequent day of absence to confirm their child's non-attendance and reasons.

6. To send a note with the child on return to school and provide, where appropriate/required, medical evidence of illness.

7. Parents/carers are ultimately responsible for their child attending Langley Hall Arts Academy regularly. (Education Act 1996)

8. Attend meetings at Langley Hall Arts Academy, or allow a home visit, arrange by the school attendance team to discuss concerns regarding attendance.

9. To inform the Form Tutor without delay if they have concerns about any aspects of their children's education they feel are hampering their attendance.

Expectations of staff

Administrator

Daily

1. Check and chase registers during tutor form time/before Assembly.

2. Respond to and accurately record calls/messages around student absence.

3. Text parents/carers of students who are on first day of absence but who have not contacted the school. CLA or vulnerable children will be phoned on first day of absence without explanation.

4. Phone parents/carers of students who are on second day of absence but who have not contacted the school.

5. Raise concerns with DSL about students who are on third day of absence but who have not contacted the school. The DSL will arrange home visits to students who are below 90% attendance to support and work towards re-attendance as soon as possible. Home visits to CLA or vulnerable children who did not answer phone call on first day of absence.

6. Record attendance information on School Base and Safeguarding Log for students with attendance concerns where appropriate.

7. Check and chase registers for the afternoon session (after lunch).

Termly

1. Meet with DSL to go through attendance plan and review current issues.

2. Work closely with parents/carers of targeted students, forging positive and constructive relationships in order to engage parents/carers and provide support to get students to return to Langley Hall Arts Academy at the earliest opportunity

3. Keep in contact with long-term absentees, accurately recording outcomes of communication on the Safeguarding Log and liaise with class teacher/year leader/assistant principal to ensure that effective reintegration strategies are used, identifying 'catch up' needs and work is provided for study at home during the absence where applicable/legal.

4. Contact parents/carers where absences have remained unexplained despite previous intervention seeking and securing relevant evidence to explain the absence.

DSL

1. To produce termly attendance plan through attendance data scrutiny. Set actions for Administrator and Form Tutors to complete.

2. To meet termly with the Administrator to review attendance plans and set new actions.

3. To meet termly with the Principal, and SENCO to discuss most vulnerable students, either persistent absent or on verge to coordinate interventions alongside other pastoral issues.

4. To have full knowledge and understanding of all complex attendance cases.

5. To review/monitor impact of interventions and coordinate strategies.

6. To lead and support attendance meetings with parents/carers when requested.

7. To present termly attendance data to SLT and governors when requested.

8. Continual review of the school's Attendance policy and procedures.

Form Tutors

1. Ensure that registers are taken accurately promptly at 8:00am (before Assembly) and the afternoon session (after lunch) are maintained.

2. Mark lates accurately issuing detention and clearly communicating the sanction with the student.

3. Chase up absence notes from returning students, communicating requests with parents/carers through email/telephone calls and inform the Administrator if no note is returned.

4. Encourage good attendance through constant reinforcement of individual and class targets during the 'Week Ahead' on Mondays. Create a competitive environment where students want to be the best attending form in the year/school.

5. Liaise with the Administrator as early as possible where they become aware of issues which may be acting as a barrier to attendance.

6. Use weekly attendance plan to carry out actions required to support students within the year group to improve their attendance.

7. Provide additional information during weekly meetings about potential barriers to attendance for students in their year group.

8. Develop good relationship with parents/carers of vulnerable students to help support and challenge them in improving their child's attendance.

9. Support the DSL in making home visits and action outcomes following visits.

10. Liaise with external agencies, where appropriate, to remove barriers to attendance for students in their year group.

11. Create a positive culture of promoting and celebrating good attendance.

12. Foster a positive attitude to school attendance within year group, through assemblies, notices boards and constant reinforcement with students.

13. File absent return notes collected and monitor reasons given for absence for patterns or concerns.

14. Monitor/mentor students who have been identified as those with deteriorating levels of attendance, using attendance report cards, short terms targets, rewards, home praise and other strategies to improve attendance.

15. Effectively manage resources (finances) to overcome identified barriers with improving attendance i.e. alarm clock, toiletries, transport, uniform.

16. Highlight, in line with school behavioural policy, where there have been instances of truancy, whether from individual lessons or whole days.

Specialist Teacher

1. Take accurate register promptly at 8:00am, ensuring that previous attendance marks are maintained.

2. Mark any student that is late, and communicate the sanction in line with the school behaviour policy.

3. Where students have been absent, ensure that work that is missing is caught up – class notes are complete through providing handouts to be 'stuck in' or by photocopying another student's work.

4. Acknowledge and celebrate a return from absence to further provide a sense of belonging within the class.

5. Proactively liaise with the child's form tutor if there are any concerns.

Principal

1. To make judgement on holiday/special absence requests.

2. To meet termly with DSL and SENCO to have robust discussions on whole academy/year group/individual student attendance data and review provision to support 'good' attendance.

3. Inform Slough Borough Council about absences linked to COVID 19.

Electronic Attendance Registers

The Academy maintains attendance and admission registers in electronic format. Registers are completed in accordance with statutory requirements and form part of the school's official educational record. Attendance registers will be taken at the beginning of the morning session and once during the afternoon session on each school day.
Attendance records will be retained for a minimum period of six years from the date on which the data was collected, in accordance with statutory requirements and the school's Data Retention Policy.

Admission Register Requirements

The Academy will maintain an admissions register containing all information required by the School Attendance (Pupil Registration) (England) Regulations, including any additional information required by subsequent amendments to those Regulations.
The admissions register will include all prescribed contact and demographic information, together with details relating to a pupil's admission, movement between schools and removal from roll where applicable. The Academy will ensure that records are maintained accurately and updated promptly whenever information changes.

Senior Attendance Champion (SAC)

In accordance with the Department for Education's statutory guidance *Working Together to Improve School Attendance* (effective from 19 August 2024), Langley Hall Arts Academy has appointed a **Senior Attendance Champion (SAC)**.

Senior Attendance Champion:
Pere Sarrio – Assistant Principal & KS3 Form Tutor
Email: Pere.Sarrio@langleyhallartsacademy.co.uk
Telephone: +44 (0)1753 900470

The Senior Attendance Champion has strategic responsibility for promoting, monitoring, and improving attendance across the school. Their core duties include:

- **Vision & Culture:** Setting a clear whole-school vision for excellent attendance and ensuring expectations are understood by staff, pupils, and parents.
- **Data Analysis:** Regularly reviewing attendance data to identify patterns, vulnerable groups, and emerging concerns.
- **System Oversight:** Ensuring that robust systems for managing and responding to absence are implemented consistently by all staff.
- **Evaluation of Strategies:** Monitoring the impact of attendance interventions and ensuring continuous improvement.
- **Collaboration with Staff:** Working closely with the DSL, SENCO, Administrator, Form Tutors, and other pastoral staff to address barriers to attendance.
- **External Liaison:** Acting as the strategic lead when working with external agencies and the local authority for students requiring formal intervention.
- **Governance Reporting:** Providing regular attendance updates to the Senior Leadership Team and Governing Body as part of school improvement processes.

The Senior Attendance Champion ensures that attendance remains a standing priority within the school's safeguarding, pastoral, and academic systems, and supports staff in maintaining high expectations for all pupils.

Absences

An authorised absence is where the Principal at Langley Hall Arts Academy has given approval for absence in advance or where the explanation given afterwards has been accepted as satisfactory justification for the absence. Parents/carers may not authorise absence, only the school can do this.

Parents/carers should immediately contact the school by phone on the first day, by 9:00am, of any absence giving clear reasons. A phone call must be made for each further day of absence. This is a safeguarding practice to ensure students are not marked as absent in advance when parents/carers expect them in school. Upon the student's return to school a note should be sent in the form tutor which will be put into the student's school file.

Absence **may be** authorised for such reasons as:

1. illness
2. unavoidable medical/dental/hospital appointments

3. exceptional family circumstances e.g. bereavement
4. days of religious observance
5. study leave
6. external exclusion
7. involvement in a public performance

Absence **will not** be authorised for such reasons as:

1. looking after brothers/sisters/unwell parents/carers
2. birthdays
3. days out
4. shopping trips
5. family holidays where permission has not been granted (please note, family holidays during term time will only be authorised in exceptional circumstances)
6. Special occasions, where the School does not agree that the absence should be granted.

The Academy recognises that Code C (leave of absence authorised by the school) should be used only in exceptional circumstances where no more appropriate attendance code applies.
When Code C is used, the reason for authorisation will be clearly recorded, together with the rationale for the decision. The use of Code C will be subject to oversight by senior leaders to ensure consistency, accuracy and compliance with statutory guidance.

Reporting to the Local Authority

The Academy will work closely with the Local Authority to identify and support pupils whose attendance gives cause for concern. In accordance with local and national expectations, concerns may be reported to the Local Authority where a pupil has accumulated ten or more sessions of unauthorised absence, or where a pupil has been absent due to illness for fifteen consecutive school days and the school has concerns regarding the pupil's welfare, educational access or ability to attend. Where attendance concerns are identified, the Academy will consider appropriate early intervention, family support and safeguarding measures before concerns escalate.

Medical Appointments
Where possible we encourage parents/carers to organise appointments outside the working hours of the school (08:55 – 15:25). The aim of this is to minimise the disruption to learning. If this is unavoidable then we recommend that appointments take place at the start or end of the day.

Confirmation of all appointments by way of appointment card, letter or appointment slip must be provided for any absence to be authorised. These should be sent in with the student before or after the appointment for attention of the year leader where it will be placed in the student file.

Notification to the Local Authority for Extended Absences

In accordance with the *School Attendance (Pupil Registration) (England) Regulations 2023*, Langley Hall Arts Academy will notify the Local Authority when:

- There are reasonable grounds to believe a pupil of compulsory school age will be unable to attend school for 15 school days or more, whether consecutive or cumulative, due to illness or other health-related reasons.
- A pupil has been continuously absent for 20 school days or more and the school does not have reasonable grounds to believe the absence is due to sickness or an unavoidable cause. In such cases, the school will work jointly with the Local Authority to make reasonable enquiries to establish the pupil's circumstances and determine whether they should remain on roll.

The school will provide the Local Authority with the required pupil information and work collaboratively to ensure appropriate safeguarding, attendance monitoring and, where applicable, the arrangement of suitable educational provision. Attendance records, communications, intervention records, meeting notes and attendance support plans will be maintained in accordance with statutory record-keeping requirements and the school's Data Retention Policy.

Religious Observance
Authorised absence will be granted for religious observance, for example, Eid. The Department for Education definition is as follows: *"Absence to take part in any day set aside exclusively for religious observance by the religious body to which the parents belong, including religious festivals."*

If the religious body has not set the day apart, there is no requirement for the school to approve the absence or grant leave of absence. Parents should contact the school to request leave of absence for all religious observance.

Applications for Leave in Extreme Circumstances / Term Time Holidays / Leave of Absence

Any requests for leave of absence will be strongly discouraged. Requests for absence will not be authorised unless the parents/carers are able to demonstrate exceptional circumstances. Parents/carers must apply in advance for permission and the Principal will decide on a case by case basis whether the application meets the exceptional circumstances criteria.

SAF5 Pupil Leave of Absence Request forms (which can be obtained from the school office or downloaded from the school website) should be completed and returned at least 8 weeks before the proposed absence. This will allow staff time to plan work related to the absence. Parents/carers who take their son/daughter on holiday during term time without permission are liable to receive a fine in line with LA guidelines, per parent, per student at the school.

Parents/carers will be warned of potential consequences when an application for leave of absence is denied. If a student fails to return from an agreed period of absence, investigations will be made by the Administrator and the DSL. If the school's investigations fail to make contact with the parents/student the case will be referred to the Principal who may, after further investigation, removed the student from roll.

Long Term Absence
Occasionally a student may be absent for an extended period of time due to ill health. Parents must liaise with the Form Tutor where the absence period is likely to be greater than one week. The school will aim to minimise the disruption to learning by providing appropriate work to complete. If necessary, a phased return or part-time timetable may be considered as part of a planned reintegration programme where this is required to meet a pupil's physical or mental health needs and is supported by appropriate professional advice. Langley Hall Arts Academy does not use part-time timetables as a behaviour management strategy, disciplinary sanction, or alternative to exclusion. Any part-time timetable will be time-limited, regularly reviewed, agreed with parents/carers, and implemented in accordance with statutory guidance.

Lateness

Poor punctuality is not acceptable. If your son/daughter misses the start of the day, they can miss vital information about their school day during form time as well as the settled start which supports a good learning experience.

Students arriving late disrupt lessons which in turn can be embarrassing for the child.

How we manage lateness
The school day starts at **8.00am** and we expect your son/daughter to be in class at that time. Registers are marked by **8.00am** and your son/daughter will receive a late mark if they are not in by that time.

At **8.30am** the registers will be closed. In accordance with the Regulations, if your son/daughter arrives after that time they will receive a mark that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Penalty Notice if the problem persists.

When a pupil has a persistent record of lateness, they will be issued a detention supervised by their Form Tutor. A detention for lateness is not intended as a punishment. It is an opportunity for the pupil and their form tutor to reflect on the reasons for the lateness and consider ways in which we can support them and find solutions. It is therefore more of a reflection and support time. Failure to attend the detention without providing a valid reason, or refusal to reschedule it for an alternative day or time, will result in an internal exclusion.

If your child has a persistent late record you will be asked to meet with the Form Tutor and/or the DSL to resolve the problem. If there is no resolution from the meeting then the parent will meet with the Principal. We encourage you to approach us if you are having problems getting your child to school on time.

Attendance Interventions and Thresholds

Attendance data of all students is analysed each term by the DSL, Senco and/or the Principal to identify trends in absence and students who are at risk of becoming a persistent absentee. A student will become a *Persistent Absentee* when they miss **10%** of their schooling across the academic year for whatever reason. Absence at this level will cause considerable damage to any child's educational prospects.

In order to inform parents/carers about the schools concerns for their child's attendance the following system of interventions are put in place:

Less than 96%: After the first two weeks of the academic year, all parents/carers of students who attendance falls below our school minimum target of 96% are sent a letter stating our concerns and that we will be monitoring attendance. Students are set the target to get their attendance back above 96% and pastoral support will be implemented if required.

For **all monitored students** whose attendance continues to decline, a second letter is sent to parents and carers to re-raise our concerns and offer any support with overcoming attendance barriers. These students may be placed on attendance report, an attendance contest or other pastoral support methods.

If a monitored students attendance continues to **fall and reaches below 90%** then a third letter is sent to parents and carers. This letter will clearly state that any further absences will be unauthorised unless accompanied with medical evidence.

Continued pastoral support will be given and attendance monitored. If a monitored student's attendance continues to fall following letter 3, then an attendance meeting will be scheduled. This is between the Form Tutor, Parents/Carers and student. The meeting will look at the potential barriers to attendance and all three parties will look at solutions to reduce these barriers.

Following this meeting, an attendance contract will be drawn up which all parties agree to. The contract may include a referral to external support agencies to provide more specialist support. This may be done through completing a process known as 'Common Assessment Framework' (CAF).

If at this stage, attendance does not improve then this may result in the school referring the situation to the governing body.

Elective Home Education

Parents are responsible for ensuring their children, who are of a compulsory school age, receive a fulltime education, which, is suitable to their child's age, aptitude, ability and any special educational needs they may have.

In England, parents can fulfil this duty either by sending their children to school or by electing to home educate them, taking personal responsibility for the educational arrangements. Home education enables parents to provide a learning environment which is individualised to their child's needs and interests, without having to follow the National Curriculum; although some parents may choose to do so.

The Local Authority can provide parents with information, advice and guidance on approaches to home education at parents' request. If a parent chooses to remove their child from LHAA to home educate them, we will notify the Local Authority within 48 hours of receipt of a dated and signed letter from parents notifying school of their decision.

For further information, please see https://www.slough.gov.uk/education-help-financial-support/home-education

Children Missing Education

Children missing education receive this classification if they are of compulsory school age and who are:

1. Not on a school roll

2. Not being educated other than at school

3. Identified as having been out of any educational provision for a substantial period of time (4 weeks)

4. The law requires all children between the ages of 5 and 16 to be in full-time education

As a school, the DSL will liaise with the Local Authority and refer any child missing from education to the Child Missing Education Team.

All concerns about the welfare of a student will be discussed with the DSL and referred to Children's Social Care, as stated in the school's **SSPo2 Child Protection and Safeguarding Children Policy and Procedure**. If fees are not paid and a pupil is not attending the school and we cannot communicate with parents, we will notify the LA that this child is missing in education.

The school will alert the Local Authority through the school's portal and complete their forms.

These procedures will be followed by the Administrator, Form Tutor, DSL and Principal.

Data Protection and GDPR

Attendance data is recorded on ScholarPack and only accessed by school staff.

The Administrator will mark students as late on the register and the signing in and out sheet (for passes) is kept in the office, which is locked. Medical evidence relating to attendance i.e. a Doctor's note is scanned onto the students file and then disposed of. If it cannot be disposed of and needs to be kept then it will be stored in the students file, which is in a locked storage cabinet.

Aspects of data may need to be shared with supporting organisations for example, Local Authority and Government. In some cases, attendance data will be shared with those supporting the Attendance Panel. This includes members of school staff, a Governor(s) and parents/ guardians.

All data is disposed of as per the Langley Hall Arts Academy retention policy.